

TEACHING SPEAKING USING SIMULATION TO THE EIGHT GRADE STUDENTS OF JUNIOR HIGH SCHOOL

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Abstract

Simulation means simulate a real life activity. The objectives of this research are to describe a) how the implementation of simulation in teaching speaking skill and b) the strengths and weaknesses towards the implementation of simulation technique in teaching speaking to the eighth grade students of SMPN 1 Tlogomulyo Temanggung. This study was action research where the main data were in the form of descriptive qualitative by conducting classroom observation and interview. The results of the research showed that the implementation of simulation in the teaching and learning process of speaking was improving the students' motivation. They were more enthusiastic in learning speaking and the students were interested in speaking activities. Besides, the researcher found some strengths and weaknesses in implementation simulation technique. The strengths were the students motivated and have effective aspects in social interaction. Meanwhile, the weaknesses of the simulation were the activities artificial and difficult to monitor.

Key words: *Simulation Technique, speaking skill, teaching speaking*

Introduction

English as an international language is spoken in most international events and it is used as the medium of information flow on science, technology and culture. As foreign language, it makes English difficult to learn because there are many skills such as reading, writing, listening and speaking must be mastered. Speaking involves interaction with one or more participants (Harmer, 2001:271). In speaking activities, there are reasons why speaking skill is difficult for the students. First, the cause is the students are lack of motivations to speak English. Another reason is caused by the inappropriate techniques used by the teacher in teaching speaking skill. Whereas, teaching English as a foreign language requires the use of appropriate learning techniques, or activities that develop the speaking skill.

To overcome this situation there is an appropriate way that teaching speaking skill can be done through simulation. Dougill (1987) agreed that simulation is "mirror real life" and "reality of function in a simulated and structured environment", which means that simulation is not real life; it is only a type of simulating real life in a simulated environment. Simulation stimulates real life situations and realistic environment. In simulation, students can bring item to the class to create a realistic environment.

The reason of why this research focuses on the simulation is that it can give the students new feeling in conversation session. It is hoped that the students' eagerness in conversation subject can arouse by applying the simulation technique. The students can feel interest and active more in the simulation. Thus,

the simulation technique can be the best technique in learning speaking skill. By implementing this technique, the writer wishes to give new experience in learning English and have a fun situation in the classroom. Hence, the problem can be formulated as follows:

1. How is the implementation of simulation technique in teaching speaking to the eighth grade students of SMPN 1 Tlogomulyo?
2. What are the strengths and weaknesses of using simulation technique in teaching speaking to the eighth grade students of SMPN 1 Tlogomulyo?

Theoretical Review

Concept of Simulation

Simulation is the imitation of some real thing, state of affairs, or process. According to Jones (1982:113), Simulation clearly promotes effective interpersonal relations and social transactions among participants. In order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves. Thus, it can be concluded that simulation is one of the activities which can be used to promote speaking activity. In simulation they can bring the real items into the situation, so it is entertaining for student. Therefore, this technique could increase the students' activity, creativity, and their motivation. In simulation, students have their own duty for the roles in the situation. It gives the students not threatening setting, and can create the motivation and involvement that needed in the teaching learning process.

Teaching Speaking Through Simulation

Teaching means give the order to a person or give a person knowledge skill, etc. While, speaking means use the words in an ordinary voice. Therefore, teaching speaking is giving instruction to a person in order to communicate. Teacher has a role as a director of this simulation and the way of teaching learning process. In teaching learning process hopes that this technique can motivate students to speak more because they can bring real imitated things such as ball, microphone, or money. According to Sam (1990), teacher has a few roles as follows:

1. Controlling the class in order to make the situation run well and not off from the design.
2. Teacher also becomes a model for the students usually in pre activity, in the while activity students act based on the role and situation from the dialogue given.
3. The teacher and the students can reflect what they have learnt in reflection. This activity usually occurs in post activity.
4. The last the teacher can describe the real competence of students through authentic assessment.

From the statements above, it could be concluded that teaching speaking through simulation is the way the teacher teaches the students how to communicate by using simulated situation and environment.

Method

The type of this research was an Action Research (AR). According to Kemmis and Taggart (1990:5), AR is a way of increasing our knowledge of classroom and as a tool in teaching. This research was conducted in SMPN 1 Tlogomulyo Temanggung in the academic year of 2017/2018. This research started from October to November 2017 in two cycles. In analyzing the data of this research was qualitative. The researcher collected the qualitative data through the observation and interviews in the form of interview transcript to describe the implementation of the action process and the strengths and the weakness after implementing the action.

Findings and Discussion

In this section, the writer tried to answer the formulated problems of the research. This section describes teaching and learning process through simulation to the eighth grade students of SMPN 1 Tlogomulyo Temanggung. As an Action Research, the teaching learning process was conducted in two cycles. The stages of both cycles in teaching speaking using simulation are described as follows.

The learning process consisted of three steps: pre activities, while activities, and post activities. In the while activities there were three components based on EEC plans, exploration, elaboration, and confirmation. The activities began from pre activities where the researcher always gave the greeting, checked the attendance, and asked the preparation to the students. The researcher also gave motivation related to the topic. For the example, the topic of learning was giving service, asking and giving things, also asking and giving opinion. She asked the students whether they have ever been to the market, who they usually meet in the market, and if they were the seller what would they say to attract the buyers. The motivation was related to the topic because in the core of the learning they would practice how to bargain in the shopping centre. Then the students were informed the aims of the learning.

In exploration activities, the researcher asked the students to make a group. Each group consists of 4 students. Next, the researcher gave examples of dialog and some task. She also gave explanations about the topic such as the use of those expressions, how to pronounce, and told them about the vocabulary that usually used in those expressions. Then, the researcher divided all groups in the class into two larger groups to read a dialog and played a role in the dialogue. Next, the students identified some expressions about the topic.

The core of the simulation activities was in the elaboration stages. The activities began when the researcher gave the students some exercise, answered some questions and completed the dialog with appropriate expression with their group and the researcher drilled the students' pronunciations. After they had enough vocabularies, the researcher explained that she had some cards which some instructions there. The instruction was about they were inviting on their friend' birthday party. Two students were the buyers. Each buyer just has fifty thousand rupiahs to buy a gift. The others students were sellers. One of them was selling jackets and other was selling bags. They should bargain to get it. Then they were asked to make a short dialogue with their group based on the situation given before they simulated the dialogue in front of the class. The researcher also emphasized to bring the real media to support their simulation based on the

situation. So, the end of elaboration stage the students simulated their dialogue in three minutes.

In the next stages the students were asked to pay attention and give short comment to other groups' performances. They were given a chance to ask about the simulation and the researcher gave feedbacks to the students' performance as a part of confirmation. In the end of post activities the students conveyed the conclusion of the learning, reflected the teaching-learning process and the researcher closed the teaching-learning process.

In the implementation of cycle1 and cycle 2, there were many differences in cycle 2 based on the revision from cycle one. The differences were in media and the instructions. In cycle one the students were given a card about a situation to be simulated. The students had a role based on the situation given. Meanwhile in cycle 2, the students were given chance to choose a role by themselves. In addition, the real media used in simulation in cycle1 were determined by the researcher. Whereas, in cycle 2 the students chose the media supporting by themselves based on their ideas. The students also asked to promote an item from the media to attract the buyers when simulation.

However, after reflected the implementation of the actions the researcher concluded there were the strengths and weakness in using simulation to teach speaking. The strengths and weakness came from teachers' perspective that did observation and interview during the implementation of the research. The strengths of using simulation were;

1. Increasing students' motivation

The activities of the simulation required the students' to active in participation. It could be proved by the students' responses when they answered teachers' questions directly such as when the teacher asked the students about the preparation before they practiced their dialog in front of the class. The researcher asked the students who are the seller, who are the buyer, and what things they would sell. The students gave responses actively like, "I am the seller" and "I am the buyer".

2. The activities develop conversational competence

The students practiced the dialogue as they do in the real condition. They did base on their experiences in their diary life. It could be proved by the students' confident to speak English when they were simulation. An example when they bargained a jacket.

"Can we get discount?" "We have fifty percent discount, so the price one hundred seventy thousand rupiah".

In this simulation the students' speaking ability develops indirectly. Simulation technique helped the teacher to relate the material to the students' imagination or simulated situation.

3. Created sensitivity of social interaction

Simulation brought the outside world into the classroom. The activity could be done in a group performance. The students practiced their conversation with their group. A role in conversation affected the success of simulation. For example when a group were simulating a situation and there was student spoke nervous like, "I want... mmm itu, eh..", the other student

would help their friend to speak correctly. This could give effective aspect in term of social interaction and cultural awareness.

4. Out of the routine

The use of simulation activities were a break from the usual text book teaching. The students have opportunities to mix around and to act out different roles. When they were given a situation in the shopping mall, they developed their ideas and divided their group in a role such as, a seller, buyers, or a cashier. The atmosphere in the classroom was less formal and this could reduce tension.

In the other hand, the teacher also mentioned the weaknesses of simulation in teaching speaking. They were as follows:

1. Timing lesson was too difficult

The teacher had to spend a lot of time in preparation work especially for simulation. When the situation unpredictable it has a lot of time and wasted the time. It could be proved when the teacher cannot manage the class it took more time.

“Waktu untuk persiapan dan selama pembelajaran itu tidak bisa diprediksi. Sebelumnya saja, gurunya pasti harus menyiapkan banyak hal yang juga sudah memakan waktu. Belum lagi bagaimana situasi kelasnya. Nah di sini waktu yang dibutuhkan jadi banyak.”

In the teaching learning process, the simulation took more than two meetings in preparing the simulation.

2. Activities were difficult to monitor

With much activities verbal going on, it was sometimes difficult to the teacher to monitor students' performance. There was the fear among teachers that the students were having too much fun and they know learning was taking place.

“Selain waktu, kelamahannya itu adalah, aktivitas yang banyaknya, jadi guru sulit untuk memonitor satu persatu siswanya. Ketika mereka terlalu senang dengan aktivitas yang jarang mereka lakukan, mereka akan sulit untuk dikontrol.”

When they were playing a role they could not control their interested in learning. They worked with their group. So, the teacher could not monitor the students' activities one by one. When students worked in group, sometimes many students' relied on their friends ideas.

3. Activities were artificial

The situations sometimes were artificial and not relevant to the needs of the students. The simulation was like playing game.

“Simulasi itu memang mencerminkan kehidupan sehari –hari. Nah, simulasi kan hanya sebagian kecil dari praktek mereka. Jadi, kegiatannya terlihat seperti permainan.”

When they were out the class activities they were not doing to do the same way. The students might think that the simulation just a game that they did not use in their daily life.

Based on explanations above, the researcher concluded that in teaching speaking using simulation technique, there were the strengths and the weaknesses.

Conclusion

Teaching speaking to the eight grade students was not easy, especially to the eight students of SMPN 1 Tlogomulyo Temanggung. There were some problems found in Students speaking skill. The problems were caused by three factors; the students, teacher, and teaching-learning process.

From the problem found, the researcher did some actions to solve the problems by implemented Simulation to the teaching speaking. The implementation of the actions had been done in two cycles. In implementing the actions there were three steps; Exploration, Elaboration, and Confirmation.

After doing the simulation, they were guided to reflect what they learned in the learning process. The improvement of implementation of teaching speaking using simulation the students were more confident in speak English, they can express their ideas, they have a lot of chances to speak in the class room activity.

However, after implementing the simulation in teaching speaking there found some strengths and weaknesses. The facts were stated by the teacher after did the observation during the learning process. From the teacher perspectives, the researcher concluded the strengths of the implementation simulation were the improvement of students' motivation and confident in social interaction. Meanwhile, the weaknesses of the simulation were the activities took time to long and difficult to monitor.

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